

December 1944

Journal OF THE

The Library of
Congress
Serial Record

NOV 27 1944

Copy.....



Vol. IV No. 4

Association for Education by Radio

English Council: Columbus, Ohio, November 23 - 25

First Time Available as a Christmas Gift!

Famous Zenith
RADIONIC HEARING AID with
NEUTRAL-COLOR EARPHONE AND CORD
SO INCONSPICUOUS . . . Another Zenith First!



NOW you can give a hard-of-hearing loved-one this wonderful gift for a lifetime of better hearing.

And this Christmas, for the first time, it will include the new smartness and "look of youth" brought by Zenith's Neutral-Color Earphone and Cord.

Yes, gone is the conspicuous black button! The new Zenith Neutral-Color Earphone and Cord enables the most sensitive-minded person to wear a hearing aid with utmost poise and confidence.

The new Zenith ensemble complements any complexion. The neutral-color plastic earphone is extra-light in weight, comfortable and long-wearing. The slender plastic cord is translucent . . . looks well with any apparel. It is kink-proof, perspiration-proof, washable . . . will not fray . . . gives less friction or clothing noise than old-type fabric-covered cord.

Yes . . . here, at last, is the ideal gift for the hard of hearing. A gift that opens up the world of sound to those near and dear to you who have long suffered in silence!

Visit the Zenith-franchised dispenser near you. Find out about the many exclusive features, the *fine quality*, and the modern styling which have given the Zenith Radionic its nationwide popularity.

Ask, too, about Zenith's *personal adjustment* principle. See how the exclusive external Tone Control enables *anyone* to fit the Zenith himself . . . to begin a lifetime of better hearing *right on Christmas day*. Or send coupon below for complete details and name of nearest dispenser.

★ ★ ★

Also available—The new Bone Conduction and Bone-Air Zeniths for those very few whose physicians recommend these types of instruments. Each, only \$10 more, complete.

BY THE MAKERS OF

ZENITH
EST. 1912
RADIO
 • LONG DISTANCE •
 RADIONIC PRODUCTS EXCLUSIVELY—
 WORLD'S LEADING MANUFACTURER

There are cases in which deficient hearing is caused by a progressive disease and any hearing aid may do harm by giving a false sense of security. Therefore, we recommend that you consult your otologist or ear doctor to make sure that your hearing deficiency is the type that can be benefited by the use of a hearing aid.

COPYRIGHT 1944, ZENITH RADIO CORP.

ZENITH RADIO CORPORATION • CHICAGO, ILLINOIS



NEW ZENITH
RADIONIC HEARING AID
\$40 COMPLETE
READY TO WEAR
 Model A-2-A

Why Its Fine Quality Costs You So Little

Like your watch, this hearing aid is a product of precision mass production. If only a few were made, it would cost many times more, be far less accurate—as Zenith proved when it applied precision mass production to lower the cost of a \$200 radio to \$29 and make it an *even finer* instrument. Now Zenith combines precision mass production with a revolutionary sales method which *eliminates* salesmen's high commissions and other expensive selling costs . . . to bring you at \$40 an *even finer* hearing aid than our original \$50,000 model. Remember—Zenith leads in precision mass production of Radionic products exclusively.

FREE DESCRIPTIVE BOOKLET

Paste on Penny Post Card and Mail

ZENITH RADIO CORPORATION, Dept. AER-7
 P. O. Box 6940A, Chicago 1, Illinois

Please send me your Free Booklet on the new Zenith Radionic Hearing Aid—together with name of nearest dispenser.

Name _____

Address _____

City _____ State _____

☐ Physicians check here for special literature.

Greetings to the English Teachers!

THE EDITOR and members of the AER JOURNAL staff wish to extend most cordial greetings to the members of the National Council of Teachers of English whose 1944 meeting has doubtless attracted many AER members belonging to both organizations. In many ways, both groups have common interests and common objectives. It is for this reason that the current issue of the JOURNAL has been dedicated to you. It is for this reason, also, that the December JOURNAL has been prepared early, so that it could be seen and read by you who are spending these three busy days in Columbus.

Almost from radio's inception, English teachers have been among the foremost users of radio for educational purposes. Probably, as a profession, they stand second only to music teachers with respect to the date when they began using radio and in the extent of use.

English teachers saw early the motivation which radio could provide in the various areas of their instruction—in literature, in drama, in speech. As time went on, they found in the weekly schedules of the individual stations and networks an increasingly larger resource library for out-of-school, curricular reference. Many teachers today draw heavily on this reservoir and use it skillfully with their students.

English teachers have been in the forefront in another important use of radio. They became aware of the close parallel which existed between their obligations to their students with respect to developing a taste for the reading of worthwhile literature, and for the other more recently emerging arts—the radio and the moving picture, to mention only two. This aspect of their work has proved extremely challenging, and abundant evidence exists to demonstrate how effective the efforts of many of them have been.

Raising standards of taste, whether in literature, in moving pictures, or in radio, demands of the teacher that she be familiar with and aware of the present preferences of every one of her students. Unless she, herself, has sampled extensively their reading, their movie viewing, and their radio listening, she lacks a common bond with them for the initial approach to the solution of such a complex problem.

It is well to point out that the English teacher who has been engaged seriously in the more recent ramifications of her work, has received double dividends. She has not only elevated the tastes of her students, but she has developed a better understanding, herself, of the world in which her young people live, and none would deny but that, as a consequence, she has become a better teacher.

The Editor's purpose is not, however, to write in detail about what radio can do for the teaching of English. Countless articles and books which have appeared in the past decade or more have done that much more effectively than would be possible in this short space. The real problem is

to reach the English teachers who have not been made aware of the service radio can render to them. Most of them, unfortunately, are not at the Columbus meeting. Probably the large majority of them belongs neither to the AER nor to the NCTE. Thus, this group does not normally have access to the publications of the two organizations.

This situation, however, is not insoluble. Definite progress can be made if every teacher who reads this page not only makes a firm decision to do something about it, but actually carries out her resolution.

Large numbers of teachers who do not attend national, professional meetings do meet in smaller geographical areas—in local, county, district, or state gatherings. It is on such occasions that planned efforts need to be made to acquaint them with such newer teaching aids as the radio. It will not be a simple task. It is bound to involve hard work for which the only reward will be the personal satisfaction of success in a worthy enterprise. But it can be done and it must be done.

There may be those who feel that "missionary" work of this type is not the responsibility of English teachers—that if progress is to be made it will depend upon the radio educators and the radio industry. This point of view is likely to result only in a continuance of the slow progress which has characterized the past more than two decades during which efforts have been made to utilize radio in the schools. The radio people can help, of course. They know how to use the medium and to reach, in a single program or in a series of programs, whatever objectives are desired. But they are not going to venture out of the field of their own expertness and attempt to mesh the materials of radio into the framework of the classroom. That is the teacher's province. It is your challenge. What do you propose to do about it?

The Editor has invited several members of the NCTE to contribute articles to the December AER JOURNAL in the hope that English teachers would welcome authoritative statements on education by radio originating with their colleagues. The columns of the AER JOURNAL are always open to reports by teachers and others whose experiences with the various aspects of radio use should be given a wider reading. Every reader is urged to accept this invitation so that successful local experimentation will become known throughout the entire nation, and better radio use everywhere will result.—TRACY F. TYLER.

Since the above editorial was written, the Editor has been informed that educational radio use is to figure prominently also at the meeting of the National Council for the Social Studies, Cleveland, Ohio. He regrets that the current JOURNAL did not include material relating to the use of radio in the teaching of the social studies. Radio offers at least as much in the latter field as it does in English.

Who? What? Where? When?

Betty Nance Terry, continuity writer, WILL, has taken a position with WIZE, Springfield, Ohio.

John W. Dunn is now acting director of WNAD at the University of Oklahoma.

Dick Hull has returned to WOI, Iowa State College, as production director after serving in Uncle Sam's for . . . Dick received an honorable discharge.

Purdue University has filed an application with the FCC for a new non-commercial educational FM broadcast station to operate with 10 KW power on 42,700 kilocycles.

Ted Mangner, for more than seven years in charge of agricultural programs for WILL, left the University early in August to become agricultural program director for KMOX, St. Louis.

James M. Morris is now back at KOAC, Corvallis, Oregon, as director, KOAC School of the Air. He had been on leave of absence teaching in the ASTP at Oregon State College.

John L. Hamilton is now with the Film Division, British Information Services, Chicago. His former post was assistant director, Visual Education Service, University of Minnesota.

Joseph L. Brechner, formerly chief script writer, Radio Branch, War Department Bureau of Public Relations, is now a public relations officer, Western Procurement District, Air Technical Service Command, AAF, Los Angeles. His rank is that of 2nd Lt., AC.

Sumner Welles, until recently under-secretary of state, began, October 1, a series of weekly commentaries from 10 to 10:15 p.m., EWT, over Mutual. No mid-program commercial is allowed to mar his authoritative remarks.

I. Keith Tyler, AER president and director of radio education, Ohio State University, received an award of merit for service in the field of educational radio at the Chicago School Broadcast Conference, October 24. The award, an annual event, is made by the executive committee of the Conference.

Paul Bolman, chief announcer, WILL, for the past three years has resigned to accept the pastorate of the Oak Park, Illinois, Christian church. Paul is an ordained minister and while a member of the WILL staff presented a weekly program, "The Minister's Scrapbook."

E. Jerry Walker, educational director, WLS, Chicago, attended the White House Conference on Rural Education, October 4-5. He spent October 13 in Minneapolis at the Religious Radio Institute and the Minnesota Radio Council meeting. He appeared on the Institute program as a member of a panel

consisting of himself, Doris Corwith, Bob DeHaven, and Dorothy Spicer.

Lt. Col. Harold W. Kent testified on behalf of the AER at the FCC hearing on FM, October 10.

Professor R. W. Beckman, teacher of radio journalism, Iowa State College, joined the OWI September 1.

FCC Commissioner C. J. Durr has a stimulating article, "How Free Is Radio?" in the *Journal of the National Education Association*, October, 1944.

The State University of Iowa has received a grant from the FCC to construct a new FM station to operate with 1 KW power on the 42,700 kilocycle frequency.

The University of Southern California has received a grant from the FCC to construct a new FM station to operate with 1 KW power on 42,900 kilocycles.

Wedding bells rang recently for two members of the WHA staff when Walter Krulevitch, program supervisor, was united in marriage to Romance Koopman, script writer.

Robert B. Hudson, AER second vice president and director, Rocky Mountain Radio Council, has published recently a report on the activities of the Council covering the year, August 1, 1943 to July 31, 1944.

Nat H. Erwin, production director, WILL, for the past six years, has been named manager of productions for WNAD, University of Oklahoma. Nat assumed his new duties September 1.

Carl H. Menzer, director, WSUI, represented the NAEB in Washington, D. C., at the FCC hearings on post-war frequency allocation policies, which began September 28.

Mrs. William [Doris] Corwith, since October 1, assistant to the manager, NBC Public Service Department, was the principal speaker at a luncheon meeting of the Minnesota Radio Council held in Minneapolis, October 13.

Courses in radio, in cooperation with Buffalo [New York] radio stations, are being presented during 1944-45 by Mount Saint Joseph Teachers College, Buffalo, N. Y. The following courses are being offered: Radio Advertising, Radio Workshop, Radio Announcing, Radio Dramatic Writing, and Music for Radio.

Children's libraries in various parts of the country conduct weekly story hour or book programs. Children who cannot come to the library can enjoy stories and learn of new books through the programs. Several libraries—Macon and Savannah, Georgia, and Royal Oak, Michigan—plan for their recently started radio programs to meet the needs of children who have no neighborhood library. — **MILDRED BATCHELDER**, *Education for Victory*, September 4, 1944.

Henry Noble Sherwood, acting head, Department of Political Science, University of Kentucky, and former president, Georgetown College, is acting as moderator of the University's weekly roundtable over WHAS, Louisville. The roundtable, which is broadcast on Sundays, 12 to 12:30 p.m., has been a University of Kentucky feature for several years. It concerns itself about equally with international, national, and state questions of popular interest.

Indiana AER, organized April 27, 1944, issued recently a 22-page, dittoed program book for its members. It contains the names of the officers, committees, and the program of the monthly meetings for 1944-45. There are lists of the members under three classes: Institutional, Individual, and Associated Student. Finally, it contains the Constitution and By-Laws. Blanche Young, radio consultant, Indianapolis public schools, and Indiana AER president, offers the use of the 3½-inch woodblock replica of the AER trademark to other state or local Associations. Indiana AER used it on the front cover of the pamphlet.

NATIONAL OFFICERS

I. KEITH TYLER, *President*, director of education, Ohio State University.
LUKE L. ROBERTS, *First Vice-President*, educational director, KOIN, Portland, Oregon.
ROBERT B. HUDSON, *Second Vice-President*, director, Rocky Mountain Radio Council.
GEORGE JENNINGS, *Treasurer*, acting director, Chicago Radio Council.
ELIZABETH GOUDY, *Secretary*, Visual Aids for War Training, U. S. Office of Education.

REGIONAL PRESIDENTS

ROBERT B. MACDOUGALL, *Region I*, New Jersey State Teachers College, Trenton.
SAM H. LINTCH, *Region II*, supervisor of radio education, Atlanta public schools.
H. B. McCARTY, *Region III*, Station WHA, University of Wisconsin.
F. L. WHAN, *Region IV*, University of Wichita.
JOHN W. GUNSTREAM, *Region V*, director of radio-visual education, Texas State Department of Education.
DONALD L. CHERRY, *Region VI*, Sequoia Union High School, Redwood City, California.
KENNETH CAPEL, *Region VII*, director of school broadcasting, British Columbia, Canada.
Alpha Epsilon Rho, The Association sponsors Alpha Epsilon Rho, an undergraduate professional fraternity in radio. **SHERMAN P. LAWTON**, *Executive Secretary*, Stephens College, Columbia, Missouri.
Membership Committee: **SALLY BECHILL**, *Chairman*, 5601 N. Campbell Ave., Portland, Oregon.

EDITORIAL BOARD

LYMAN BRYSON, **KATHLEEN N. LARDIE**, **WATT LONG**, **ROBERT MACDOUGALL**, **HAZEL KENYON MARKEL**, **HAROLD B. McCARTY**, **TRACY F. TYLER**, *Chairman*.

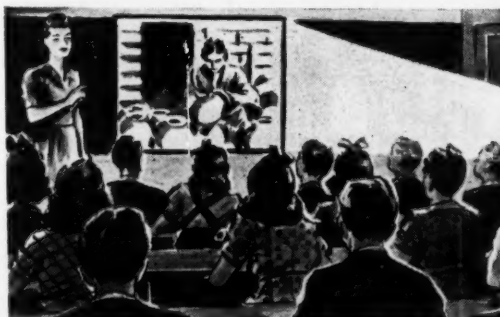
AER JOURNAL STAFF

TRACY F. TYLER, *Editor*, University of Minnesota.
JAMES G. HANLON, *Supervising Editor*, WGN, Chicago.
GEORGE JENNINGS, *Business Manager*, acting director, Chicago Radio Council.
JOHN W. BRANDSTETTER, **A. DeBERNARDIS**, **MARGUERITE FLEMING**, **MAX J. HERZBERG**, **ALICE W. MANCHESTER**, **CLARENCE C. MOORE**, **JENNINGS PIERCE**, *Contributing Editors*.



The *Journal of the AER*, published monthly except May, June, July and August by the Association for Education by Radio, Association and Business Office: 228 North LaSalle Street, Chicago 1, Illinois. Editorial Office, to which all material for publication should be sent: 111 Northrop Memorial Auditorium, University of Minnesota, Minneapolis 14, Minnesota. The *Journal of the AER* goes to all members of the Association. Annual dues \$2, of which \$1 covers a year's subscription to *The Journal of the AER*. The payment of dues entitles a member to attend all meetings of the Association, to hold office and to receive services. Send applications for membership to 228 North LaSalle Street, Chicago 1, Illinois. Advertising rate card sent on request. The Association assumes no responsibility for the point of view expressed in editorials or articles. Each must be judged on its own merits. Entered as second-class matter September 15, 1943, at the post office at Chicago, Illinois, under the act of March 3, 1879. The Association for Education by Radio is incorporated under the laws of the State of Illinois as a non-profit organization for the purpose of furthering the best interests of radio and education.

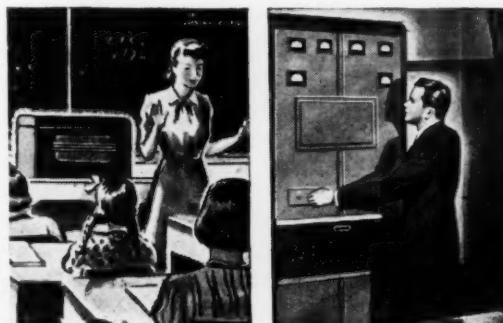
Plan now to include
these important RCA
TEACHING TOOLS
in your post-war
school improvement
program



RCA 16MM. SOUND MOVIE PROJECTORS—The New RCA 16mm. Sound Projector for Schools, when available, will include many important advances in projector design, such as even-tension take-up; removable gate for easy projector aperture cleaning; centralized controls; rewind without changing reels; one-point oiling, etc. Because of military demands these new RCA projectors are not available now for civilian use. But for outstanding value be sure to see the new RCA projector demonstrated at your RCA dealer's showroom before you purchase post-war equipment.



RCA SCHOOL SOUND SYSTEMS—RCA School Sound Systems provide a simple means for quick, easy distribution of radio programs, phonograph recordings to any or all rooms of a school. An RCA Sound System also serves as a communication center from which the School Administrator, his assistants or members of the faculty, or student body can effect instant contact with any or every part of the school. Student interest can be greatly stimulated in the social studies, drama, music, and other subjects through the use of simulated broadcasts.



RCA—"FM" RECEIVERS AND TRANSMITTERS—RCA has been and will continue to be a leader in the development of "FM". While the war has stopped production of FM transmitters and receivers for civilian use, those connected with school management will certainly want to learn about "FM" to help them do a better job of post-war planning. A letter or postal card addressed to: The Educational Department, Radio Corporation of America, Camden, N. J., will bring information about this new type of broadcasting.



RCA—VICTOR RECORDS AND RCA PLAYERS—Already well established as an extremely useful teaching tool, Victor records and RCA-Victor record players are growing more and more popular in classroom work. Thousands of records are available to help teachers in music, speech, drama, foreign languages, history, literature and many other subjects. RCA Recording Equipment permits the making of instantaneous disc recordings of group or individual student programs. Recordings can also be made of incoming radio programs.

Other RCA Teaching Tools

RCA Test and Laboratory Equipment provides a way in which students can understand more quickly and thoroughly the fundamentals of electronics as they are applied in radio, television and other fields. Of special interest is the RCA Electron Microscope, far more powerful than the finest optical microscopes, it will be "must" equipment for most schools after the war.



RADIO CORPORATION OF AMERICA

RCA VICTOR DIVISION • CAMDEN, N. J.

LEADS THE WAY... in Radio... Television... Tubes... Phonographs... Records... Electronics

The President's Page

ALL AER MEMBERS are radio listeners; are dedicated to better education by radio; have responsibilities on the listening end of radio, whether or not they are engaged in the production of programs. This is particularly true of teachers, of youth leaders, and of radio chairmen of civic and community organizations.

Effective education by radio is not attained automatically with the airing of good programs. Unless such programs are heard and used, they are valueless. Many significant radio series—network and local alike—have been dropped for lack of listener response. We who seriously believe in the value of educational programs cannot escape our share of the blame. What are we doing to promote wider listening and utilization?

Listener Responsibilities. We could, for example, tell our friends about good programs. We can phone ten people just before a program begins and remind them of the time and station. We can send post cards to a selected list of folks we think ought to listen. We can even organize a reminder committee in our club or teachers' group to mail out notices regularly.

We can encourage good listening through program listings. Every school system should have a monthly or weekly bulletin with suggestions for home and school listening. PTA's can render a real service through regular listing of superior programs for children and for family. Adult education groups, libraries, farm organizations, luncheon clubs, study clubs, labor unions, church organizations, youth groups, settlement houses, YM and YWCA's—all should utilize bulletin boards, house organs, and newsletters for the promotion of educational and recreational listening.

Such listings are not developed haphazardly. Network program schedules and educational bulletins furnish basic information. A committee should check this against local station schedules to determine each program carried, the station, and the time. Local evaluation committees may be set up among teachers, club members, or even school children, to hear and appraise available programs.

We can foster organized listening to

particular series. Music clubs can center meetings around outstanding symphony programs. Discussion groups can plan their weekly meetings to hear and talk over one of the well-known broadcast forums. PTA's might utilize a radio series as a regular starting point for study of home and family problems. And in the home itself the whole family can find some programs to be enjoyed and discussed together.

The Teacher and Utilization. Teacher-members of AER have clear-cut listener responsibilities. Only a minority of school systems has the resources or the personnel to produce radio programs, and only a few teachers from these systems actually have a part in production. But all teachers should be concerned with listening—both within and without the school. The American School of the Air is generally available for school use. Several states have state schools of the air and many schools are within listener range of local school broadcasts. The pupils in all schools have access to a wide range of programs, good and bad, network and local. The greatest need today is for utilization of what is already available. Here yeoman service can be given by AER members. Administrators have to be sold on the necessity for adequate treatment of radio by the school. Teachers, likewise, have to take radio seriously. This means missionary work, pressure tactics, persuasion, demonstrations, teacher-education—a host of varied approaches. Not one in fifty, but every teacher should use the resources of radio in teaching. Likewise, every teacher should assume his responsibility in relation to out-of-school listening which is doing far more than reading to shape the minds and characters of present-day boys and girls.

When schools and school systems are ready to embark on a program of radio education, it is the consumer, the listener, the utilization angle, which should take precedence. A director of radio education should see that schools are equipped and that receivers work; that program information is supplied to teachers, perhaps through a program listing bulletin; that a teacher-coordinator is appointed in each building to assist teachers in utilization; that abun-

dant opportunities are afforded teachers to learn how to use radio successfully in the classroom through supervision, demonstrations, workshops, and bulletins; and that curriculum committees include ample radio material in all appropriate bulletins, guides, and courses of study. Then, perhaps, program production might be undertaken.

The development of discriminate listening is a significant part of radio education. All the proposed developments and expansions of educational broadcasting will fail unless there are receptive listeners who will utilize the programs effectively. Educational FM stations, universities of the air, improved programs for adults and children alike—all will be but futile gestures unless people listen, appreciate, learn, and act. The Association for Education by Radio is an organization for leadership in listening quite as much as for leadership in production. That's why we need the rank and file of teachers, and the leaders of labor, agriculture, industry, and civic organizations among our membership. They will, in the final analysis, determine whether education by radio will fail or succeed.

Radio at National Meetings. The Thanksgiving holiday is the occasion for the annual meeting of two outstanding teacher-groups—the National Council for the Social Studies, in Cleveland, and the National Council of Teachers of English, in Columbus. This issue is being published a few days early in order to be available at these meetings. Both groups are featuring demonstrations of radio. Social studies teachers are witnessing a Junior Town Meeting broadcast. English teachers, a radio workshop. The Association invites teachers of both groups to membership. It is unthinkable that teachers of either social studies or English can ignore radio—either its value or its dangers. It is living oral literature, and it is tremendously potent in the social education of America. We can embrace it or we can fight it, but we cannot ignore it. This Association provides fellowship and stimulation for those who would use it for educational needs.—I. KEITH TYLER.

From the English Teacher's Viewpoint

Radio As Contemporary Literature

Radio programs designed for school-room use as a supplement to reading have measurably heightened the efficiency of the teaching process. They have accentuated both the strengths and weaknesses of prevailing curricula and teaching practices. Through the vividness and color of animated dialogue and dramatization, radio is helping children to learn more things with greater accuracy and permanence than they could learn them before the day of the loudspeaker. When the facts and attitudes taught are valid and significant, we may count the new development as pure gain. On the whole, it is likely that radio, among all the technological advances of the last century and a half, has more to show on the credit than on the debit side, in education as elsewhere.

The school has thus far utilized the so-called "educational radio" more effectively than it has the radio programs not so designated. In this respect its experience parallels its earlier treatment of social materials. For a long time the school was content to teach *about* authors and literature rather than teaching the literature itself. It gave lectures and assigned readings *about* the community instead of examining and living in the community itself. It talked *about* health and sanitation but fell short in providing actual experiences with good health practices. In radio, as in reading, the school should move into the area of adult experience as rapidly as the child's development and available programs permit, without neglecting the obvious values of "educational radio."

The objection that adult radio fare is of low quality is hardly relevant. The world of radio, good or bad, is the world in which our youth live and will live. We cannot with impunity pretend that it does not exist. We can by raising our students' standards of judgment ultimately improve the quality of radio programs, and certainly we can help build audiences for those programs which are of unquestioned merit.

There are, of course, inevitable limitations imposed by the nature of the new instrument. I can take *Hamlet*

from my library shelf and read it at any time. I cannot dial in Robeson and the *Ballad for Americans* whenever I need it or want it. Radio recordings and phonograph records will help, but they will probably never overtake the printed page in its infinite variety.

Actually, however, the range of quality and themes of radio programs is not essentially different from that of the world of books. The potboilers and formula novels of literature have their counterparts in the endless succession of soap operas which clothe American domestic life with a soft and melancholy glow of sentimentality. The *cliché* expert and the gag manufacturer have come into their own. On the other hand, many great books and poems of the past and present have been given a hearing before the vast audiences of the radio chains such as they have not had in generations of book sales and library circulation. And the original radio productions of MacLeish, Norman Corwin, Arch Oboler, and others have added to the creative wealth of the world as they enriched both literature and radio.

But it is not primarily the occasional literary masterpiece that gives radio its value to the teacher, particularly the teacher of English. Radio's supreme utility lies in its reasonably faithful reflection of the contemporary American mood and spirit—the lingo; the intellectual, moral, and religious stereotypes; the ideals; the misconceptions; the *naïveté*; and the hopes of the people. If the 15-minute serials are half maudlin narrative and half fraudulent advertising, it is because many people are sentimental and are willing to be hoodwinked. We need not share in the sentimentality or the gullibility, but we can comprehend with clarity and concern as well as affection the factors that make people as they are. The Great Gildersleeve and the humorists may not entertain us, but they tell us with fair accuracy what entertains great masses of other Americans.

Certainly in its expression of the national spirit radio performs one of the major traditional functions of literature. The avenues the people choose for escape—the mystery story, the sentimental drama, the glorification of the hero—appear alike in the best seller,

the popular magazine, and the air waves. What is the quiz program, low-brow or sophisticated, but a recrudescence of the community spelling bee, influenced by the free public high school and the objective testing movement? Radio today is a combination of the almanac, *Godey's Lady's Book*, Chautauqua, the Little Theatre, the nickelodeon, the *New Yorker*, made audible, and the university classroom.

We may probably attribute to the war the growing proportion of serious radio material that may qualify as worthy literature. Earl Robinson, Corwin, MacLeish, Maxwell Anderson, and Robert Sherwood are only a few of the contributors whose work has been transferred to, or produced for, radio with the consummate skill demanded by the new medium. The Cavalcade of America, the American Scriptures, and the Invitation to Learning illustrate the type of programs which have brought both literature and literary criticism to the discerning multitude. Some of the weekly news commentators have on occasion delivered themselves of brief essays, prose-poems, or masterful arguments which can classify as literature by any standard.

The teaching of literature in American schools should not, however, be merely descriptive of the culture. Teachers of literature in a democracy are partisan in behalf of those values which people in free societies have struggled for through the centuries. To them literature is a weapon for freedom. Modern radio has contributed much to the literature of freedom. Radio scripts, and transcriptions, available on loan and on purchase, have preserved some of the best of this literature for use in our classes. On United Nations Day, June 14, 1942, for example, the National Broadcasting Company broadcast a eulogy of the fighters for freedom in all lands which will make great reading for many years to come. Remember the setting. The Nazi hordes had conquered most of Europe and penetrated deep into Russia. It was but a few months after Pearl Harbor, and our own re-armament was just beginning. The following were brave words to utter for freedom in those dark days:

(From a broadcast over the National Broadcasting Company Network on United Nations Day, June 14, 1942)

[Secured from Helen Turner, Radio Division, OWI, OEM]

I've been known by many names, in many times and places, I crawled out of the sea and the mud, long ages ago, and the gods of the thunder and lightning looked at me and said "That's a queer, new fish. He'll never last on land." I hid in the forests, small and frightened, and the dinosaurs clanked around and said, "Who's this impractical dreamer? We'll eat him alive—he's got nothing but hands and a brain." But they left their bones in the rock and I lasted them out and went on. I crept out of caves toward the sunlight—and I built the free cities of Greece and the law that was Rome. I gathered the wisdom of China and I sent word crying through Palestine—a word that cries through the centuries to all men and nations. "There is neither Jew nor Greek, there is neither bond or free, but we are all brothers." And that word goes on.

I have dreamed many times. I found a new world, in small ships—and none but the believers believed in me when I first dared that unknown West. When I wrote "All men are created free and equal," few believed at first.

But, slowly, many believed, and many followed Jefferson. I shivered and prayed at Valley Forge, and my prayer was answered. When I stood at Gettysburg and spoke over the graves, few believed. But the Union lives and shall live—and government of the people, by the people, for the people, shall not perish from the earth.

Yes, I have been called many names—San Martin and Simon Bolivar, Hampden and Juarez, Rousseau and Socrates. I have spilt my blood in the streets of Paris and Athens and Moscow—I have grown as an oak tree grows from the roots of English law. I have been a preacher named Paul and a rail-splitter named Abe Lincoln. I have been called a weakling and a fool, but it is the brave and the sane who follow me first and always.

Always, first, there has been the dream and the men who were willing to die for it. I call forth the dream and the men—I call them forth from all nations, when man stands up on his feet and looks his fate in the eyes. Only yesterday, on Corregidor, my name was Bill Smith from Ohio—and Jesu Maria Garcia was my brother's name. We had a rock to defend, and we defended it. And the name of that rock is Liberty, and in that name I speak.

For Liberty can be lost by the practical men whose hearts are too shrunken to contain it. Liberty can be bartered away by the greedy minds who cannot see beyond their own day. Liberty can be stolen away by the robber and the brute. But Liberty grows like grass in the hearts of the common people, from the blood of their martyrs. And the tyrants rage and are gone, but the dream and the deed endure—and I endure.

It is I who command men and win battles. I have called them forth in the past, I am calling them forth today. I call the brave to the battle-line, I call the sane to the council—I call the free millions of earth to the century ahead—the century of the common man, established by you, the people. *For this world cannot endure, half slave and half free!*

My name is *FREEDOM* and my command today is . . . Unite!

Such programs as these are still, of course, a relatively rare phenomenon in the radio world. They will multiply as we create intelligent audiences for them by means of our English classes.

The full use of radio as a means of discovering American life will not occur as long as it is easier for both teacher and student to use a ready-made literary anthology. For this reason every effort should be made to facilitate the ready use of radio for educational purposes. Publishing lists of audio-visual aids and their sources will help, but this method will reach only the converts. Schools should develop adequate libraries of phonograph records and radio recordings. Teachers should be given current information as to the availability of these records in the school. More detailed and analytical reports, topically arranged, if possible, of programs currently on the air, should be distributed to teachers regularly. Teachers should be encouraged to experiment with ways of teaching the techniques of effective listening.

The evidence, now powerfully reinforced by Army and Navy experience, shows in radio and film a learning medium that we can ignore only at our peril.—JOHN J. DEBOER, editor, *The Elementary English Review*.

"Musts" in Radio

I have been observing the use of radio in English classrooms for at least ten years, and to my regret I must confess that the use is largely non-use.

All over the country, it is true, alert teachers have done excellent work with radio programs, in some cases with script writing and broadcasting. In general, however, the results are decidedly disappointing. There is no wide listening-in to radio programs during school hours. There is no general attempt to provide young people with criteria for judging what is today the most widely employed and enjoyed of folk-arts. There is only sporadic use made of the opportunities offered by radio to awaken the creative ability of students. There is little recognition in educational circles of the fact that radio is today the most important of the communication arts and deserves an important place in educational procedures.

Why is this so? The situation certainly needs analysis and discussion. Here are some probable factors:

[1] Teachers themselves need education; some of them in fact need re-

education, since they have a bias against all radio because some—possibly so many—radio programs are poor. The teachers' and liberal arts colleges are too slowly awakening to the need of informing prospective English and other teachers about radio as a mechanism, an art, a social fact, and an opportunity. Administrators must be subjected to "missionary" effort on the part of those who know. Fortunately, some writers of composition textbooks have already realized the possibilities in the subject matter of radio.

[2] Radio as an industry and a folk-way has been so successful and is—justifiably—so confident that its success in the future will be even greater, that it has been careless about establishing its intellectual and its artistic prestige. It has been content to reap a financial harvest, to win audiences in increasing millions, to perform unique services in communication and mass-entertainment. It needs a philosophy, and it must expound this philosophy with dignity and emphasis, so that school people—among others—will realize the great worth of radio at its best and be eager to deal with it scholastically. Above all, radio must be established popularly as an *art*, offering remarkable opportunities for aesthetic achievement.

[3] Broadcasting companies must in the meantime cease to pay merely hypocritical and superficial attention to their legal function as agents of public service. They must come to regard this function as a regular, systematic, unvarying, inescapable, inevitable, and laudable one—and not as a perfunctory homage to the law. Only one of the great national systems has arrived at this conception so far as schools in daily sessions are concerned. Two of the others make some attempt to furnish valuable educational programs, but not necessarily in school time. The fourth national system makes only irregular and fitful obeisance to the law. It should be made clear to all of them that this condition cannot continue. Their best procedure will be to arrive by agreement at some generous formula—say 10 per cent of all time on the air, with at least one hour of that time in the evening hours. Otherwise, it is clear, such a formula will, regrettably, have to be set up by law.

[4] But time on the air means nothing if the programs, too, are inadequate

and perfunctory. To their preparation first-rate talent must be devoted—as well paid and as skillful as that given to the exploitation of a deodorant or a laxative. In view of the competition of non-educational programs, it is essential that these programs have a maximum of entertainment value. They must be as enjoyable as the teaching of a Kittredge or any other great master, on the universal hypotheses that dull teaching is poor teaching, and that good teaching anywhere involves a measure of showmanship. To attain these ends the counsel of competent teachers must be systematically obtained, and able writers and producers in the educational field developed.

[5] Teachers must wake up! Radio and the discussion of radio offers a marvelous opportunity to all teachers properly aware of their American environment and of the young people in front of them, practically all of whom are avid—even too avid—listeners to radio. For their own good, and always to their own enjoyment, teachers must study radio—its history, methods of mechanical and artistic production, scripts, histrionic techniques, social influences and responsibilities, legal and financial aspects, merits and evils. They must evolve criteria of radio appreciation in wholehearted agreement with those who thoroughly enjoy radio but wish to correct its faults. Such teachers will probably pay more attention in the classrooms to out-of-school programs than to educational broadcasts, but by making increasing use of the latter will bring about the presentation of constantly improving material. They will welcome drama and humor, and will not insist that dullness is *per se* educational.

[6] We must probably educate the public too. For various reasons, some of which undoubtedly can be corrected, the public still does not take radio seriously as an educational medium or procedure. It is as yet unwilling either to spend the necessary money for equipment or to permit the allotment of time to radio study in the curriculum. "Missionary" work must be done here on a large scale—on the air and in general magazines, in talks at PTA meetings and in textbooks.

[7] Finally, radio must correlate with educational philosophy and procedures, ideals and objectives. Its abundance of subject matter and its vividness of presentation must be

placed in the service of the schools. To take only one instance, but English teachers will find it especially crucial, radio must do all in its power not to destroy reading habits and the enjoyment of books but to improve these habits and enhance this enjoyment. It can be done, it has been done. Moreover, when there is such a major accomplishment as an increase because of radio programs in the number of books that young people read pleasurably, English teachers will welcome with greater enthusiasm an alliance with radio which is inevitable, which ought to be taken graciously, and which can redound to immense benefits both for radio and for English teaching.—MAX J. HERZBERG, chairman, Radio and Photoplay Committee, National Council of Teachers of English, Weequahic high school, Newark, N. J.

Group Script Writing

One of the problems faced by a teacher of script writing is to produce the broadcasts that were planned for September, October, and November. If she waits until the students begin to bring in finished scripts, the programs may not start until the second semester.

Undoubtedly many, if not all, of the earlier scripts will have to be written by the teacher unless there are experienced persons in the class. However, very early in the term it will be desirable to start some group projects—scripts which are worked out together by the class and the teacher. Such a plan has several advantages:

[1] It gives the class a chance, not only to see, but to help solve all of the problems involved in writing an original script;

[2] It tends to motivate writing;

[3] It gives students experience in working under pressure of time, an experience worth having if they expect to make any use of their training after they leave school;

[4] It makes it possible to produce script rapidly; and

[5] Lines tend to be very natural when written and checked by people of the same age as the character speaking.

To be of the most value, the class project should not be an imaginary, "make believe" one. Rather, a definite objective should be set before the writing begins. This is to be a script [the teacher might tell her class] which can be used in connection with a safety series being presented over a local sta-

tion. We have been asked to present a dramatization on the evening of November 15. Choice of subject is up to us—the only requirement being that it deal with some phase of safety. What do you suggest?

The discussion follows and the teacher gets a clearer idea of the interests of the group, their awareness of the safety problems, and the like. Incidentally, much that is said may be used later in the script. Soon, members of the class are relating experiences or stories of accidents in which they or their friends have been involved. Keeping in mind that the program is to be presented in November, they decide to write something concerning accidental deaths, caused by careless handling of firearms during the hunting season. The assignment for the next day is for all persons to help gather material concerning accidents of this type. Who could visit the Safety Director and get any material he may have? Is anyone personally acquainted with a policeman? What about the officer in charge of boy patrols? Are there any relatives who are physicians or nurses? What about Red Cross emergency stations? Anyone interested in journalism who might look through last year's November newspapers?

From all of this activity, a wealth of material is gathered. Many of the stories could be used but the one about the little boy accidentally shooting his own brother while playing "cop and robber" seems to appeal the most. This is a problem of safety in the home, and the Safety Director has said that the greatest number of accidents occur there. Also, this story illustrates carelessness on the part of adults as well as children. That gives the script a greater appeal, especially since this program is to be given at an evening hour when adults may be listening.

And so the writing begins. Possible scenes are outlined and members of the class are expected to work on whatever parts interest them most. Some may try the opening announcement. Others may try the "cop and robber" scene. Someone else, whose father is a physician, may want to help with the hospital scene.

The teacher collects all of these lines, marks those that are particularly good, and has them read to the class, calling attention to such things as the naturalness of the dialogue, accuracy of detail, pacing, and dramatic value.

One must not expect too much at first. In fact, much of the writing will be dead. But, here and there, especially in the stories which are based on their own experience, there will be precious bits of writing—lines so real that there is no mistaking them. Here are a few excerpts, for example, from a script, "The Price We Pay," which was written by students in the South high school radio workshop:

—: This corner is the crook's den.
 —: Here in the pantry is the jail.
 —: And the ice box is the bank.
 —: What'll we use for guns?
 —: Here are two toy guns; one crook and one cop gets a gun.
 —: Here, I'll use this stick for a machinegun.
 —: I'll use my finger till I find something.

Selecting and rewriting all of this material, as well as building it into a unit will need to be done by one individual. In this case it probably is the teacher. But, if a teacher can, by taking the ideas of the group and by using as much of their writing as possible, mould all of this into a good script, she can teach a great deal in the process.

This plan may not be the ideal one, but it is a practical answer to the question of how to get scripts written with a group of entirely inexperienced writers. The hope is, of course, that by working on such a project, those students who have ability will begin to grasp the "tricks of the trade" and be able to "carry on" by themselves before the year is over. Certainly, the technique is good so far as motivation is concerned and results, from our experience, have proven to be very satisfactory.—MARGUERITE FLEMING, director, Radio Workshop, South high school, Columbus, Ohio.

Recordings in English Classes

My interest in the use of records as an effective aid in teaching English dates back to the day of the hand-cranked Victrola. Later I acquired a Radio Victrola for my school room. But the greatest advantage came with the installation of our sound system.

Recordings increase pupil interest in the field of poetry. Pupils enjoy a poetry day when they bring their favorite poems, the best of which are recorded. If I have a particularly gifted class we record original poems. We have named our recordings by titles such as "Our Favorites," "Pupil Choices," and "A Calendar of Poetry." The latter begins with an alarm

clock ringing on the morning of January 1, and contains poems appropriate to each month. In our earlier records we attempted no musical background; in a later one we used a musical powderbox for the opening and closing strains; but as our courage grew stronger with experience we finally used records for musical interludes. Since the last effort was dedicated to one of our class who had joined the Marines we used *The Marines' Hymn* as a fitting climax to a group of war poems.

In connection with *The Lady of the Lake* we made our own recordings of *Hail to the Chief* [The Boat Song] and *Ave Maria*. Since the former is often used to introduce our President on the air, and the latter is included on so many musical programs, these two songs should certainly be a part of every child's education to say nothing of their place in the poem. That the pupils have enjoyed listening to the gifted members of their own groups has been proved by the fact that upper-classmen have often used part of a lunch or a study period to come to a review concert of all our records of the songs from *The Lady of the Lake*.

We also have records for definite

teaching purposes by Carl Sandburg, Robert Frost, and Louis Untermeyer. For these a class is given a set of questions or an outline on the day previous to the use of the record. Pupils must take notes during the playing of the record, develop the notes the following day with the teacher's help, and recite one of the record's contents on the fourth day. It is wise to include some of this material in a later test.

In units of folk literature, records are indispensable. We have some recordings of such literature that has been on the air, and some commercial recordings. Sea chanties, songs of the lumberjack and the cowboy, music of the American Indian, negro spirituals and plantation songs are a definite part of American folk literature. This field is almost unlimited in its possibilities for there is an abundance of records.

The use of radio in teaching plays is a "natural." I have used records in the teaching of grammar, and also purely as a "stunt" to let each pupil hear himself talk, but I am most enthusiastic in using radio in connection with the teaching of poetry.—AN ENGLISH TEACHER.

Events in Review

WLS at White House

WLS, Chicago, was the only station officially represented at the first na-

tional White House Conference on Rural Education, called at the joint suggestion of Mrs. Franklin D. Roosevelt and the National Education As-



WHITE HOUSE CONFERENCE on Rural Education group [l. to r.] E. JERRY WALKER, educational director, WLS; JOHN STROHM, secretary, National Association of Agricultural Editors; CHARL ORMOND WILLIAMS, executive secretary of the White House Conference; F. L. SCHLAGEL, president, National Education Association; MRS. FRANKLIN D. ROOSEVELT; IRVING F. PEARSON, president, National Association of Secretaries of State Teachers Associations; HOWARD A. DAWSON, director, Rural Service, National Education Association

sociation. A wire recorder was utilized to ensure thorough radio coverage. By means of the recorder everything that transpired at the Conference and which might not be available otherwise was preserved—all panel discussion, and approximately one-third of all prepared addresses.

As a result, a complete synopsis of the historic conference held October 4-5 will be given to the National Education Association for preservation. Included on the wire are the President's unscheduled but significant address on education, the also unheralded appearance of the President's Scotty, Falla, and Mrs. Roosevelt's frequent contributions from her observations and experiences.

Jerry Walker, educational director, WLS, claims the honor of having produced the first civilian operation of a wire recorder for both documentary and broadcast purposes. He also claims that this wire recording constitutes the first American use of a wire recorder for out-and-out educational purposes.

Burton Carter, recorder company representative who accompanied Walker to the conference, was enthusiastic about the future of the recorder both

for broadcast and reference uses. Miss Charl Ormond Williams, dynamic leader behind the conference, and its originator, was also complimentary with regard to the contribution the recorder made in both publicizing and preserving the findings of the group.

"Getting the breaks" is a full time job with WLS, for the station realizes that special opportunities arise only out of an unspectacular, consistent over-all program of service to its listeners. For one of its not-so-frequently noted activities, WLS joined Columbia, WHA [Wisconsin], KOAC [Oregon], and other educationally minded stations in taking a bow for services already rendered the cause of rural education.

In one of the work study groups into which the 200 carefully chosen delegates were divided, these stations were complimented for their programs broadcast for school use. At the same time it was deplored that little more than 25 per cent of the rural schools in the United States have electricity. The delegates expressed the hope that physical plants might be improved soon, so that more schools might take advantage of audio-visual teaching aids.

of electronics. Vivid illustrations are provided and the explanations, while rapid, are nevertheless clear. The practical applications of experiment and theory in electronics are here described.

Why smash atoms? "An electron is an almost unimaginably small quantity of negative electricity—a billion times a billion times a billion electrons would equal, roughly, one ounce." Describes protons, neutrons, and shows how, by smashing atoms, artificial radio-active elements may be obtained.

Tattle-tale atoms and the stories they tell. Tells the story of chemical, biological, and physiological processes not known before and how some elements are made artificially radio-active. Deals with "tracer" chemistry.

Domestic measures and measuring devices. Information regarding clocks and various articles in every-day life. Many units of measure described.

Steel that floats. Shows how surface tension, "the original housewife's friend," is related to capillary action.

Sound. Shows that sound waves differ from light and electrical radiation, and gives their physical characteristics.

Design for substitutes. How the engineer tries to find satisfactory substitutes for various materials, and then for substitutes of substitutes.

Bombs. Gives the history and development of bombs, from 1232 through and including TNT.

Attack by fire. Traces the history of fire as a military weapon, showing how the airplane, with the various types of bombs, has changed the picture.

Science as a career. Part I shows how the war has speeded up scientific research and how the post-war world will need more scientists. Part II deals with the personality traits, training, and the like, which a young student should have in order to be successful in a research career.

Future power sources. [2 parts.] Shows that the petroleum supply in sight may be exhausted in fourteen years. Notes on coal, water, solar, and atomic power. Emphasizes the fact that the research scientist will have to find or develop new sources of power.

Today's Ben Franklins. Notes on lightning from the time of Franklin's kite. Practical suggestions on what to do during a thunder storm.

Machines that talk. Gives facts regarding the way electricity is helping

Current Recordings

Particularly timely for a post-war world, is a series of recordings, originally produced as a sustaining feature of Radio Station KDKA, entitled "Adventures in Research." Available for loan from the U. S. Office of Education, are the following fifteen double recordings, each side 15 minutes in length. Each features Phillips Thomas, research physicist at the Westinghouse Laboratories in East Pittsburgh. They would be a great help to the teacher of the sciences in the senior high school. They cover many phases of everyday life in simple language; the technical terms are explained and the comparisons are striking and interesting. The records, while touching only high spots in some cases, are suggestive and should stimulate students to more detailed investigations.

The following notes on each program may be helpful:

Eyes for the little worlds. Gives the story of the development of the microscope, and shows how, by a compound microscope, things may be magnified one hundred thousand times. Interest-

ing accounts of the electron microscope are on this and on the opposite side of this recording.

Virus—enemy of life. Shows how a virus, "a small disease-producing something," may be inactivated by another virus and how individual molecules of chemical elements which have never been seen by optical microscopes, may now be photographed by the electron microscope. Contains information about influenza, infantile paralysis, and the common cold.

Electric smoke eater. Gives vividly the cost of "dirt" in the air both to human welfare and to merchandise. Describes the electric precipitator, and shows how, by condensing particles, steel mills and airplanes may be aided.

Laboratory detectives. Notes on the X-rays, spectroscope, microscope. Shows how microchemistry may determine, for example, the causes of "burning out" of machines; also how the constituents of an unknown substance may be determined.

Electronics. This program explains a few key terms in the theoretical field

fliers in the air and on the ground, showing how precision instruments aid in giving various types of information concerning the functioning of machines.

Engineering for victory. How American industry is converting to all-out war production, changing from one product to another, with many practical applications.

The stuff our world is made of. A discussion of about eight of the most plentiful of the ninety-two elements, with notes on those less well-known and less plentiful.

Our friend, the weatherman. Gives the history and development of the U. S. Weather Bureau; tells how a weather map is made and suggests some of its uses.

Synthetic rubber—newest major industry. [2 parts.] Describes various kinds of artificial rubber and their applications; compares the properties of the artificial types with those of natural rubber.

Strange peoples of the little worlds. [2 parts.] Part I deals with fungi and bacteria. "There would be no living things without bacteria." Part II contains more facts regarding viruses and their uses. "One-quarter of a million bacteria could squeeze into a period."

Amber and amperes. [2 parts.] These programs give the story of electricity in interesting, simple language, developing concepts and explaining various terms, particularly Ohm's law.—ALICE W. MANCHESTER, Ohio State University.

Library which has prepared a radio bookshelf for each of the programs in the current series. C. A. Howard, president, Oregon College of Education, and director of elementary teacher training for Oregon, with a group of his teachers, serve as the Advisory Council to assist in planning the programs.

County school superintendents have been especially helpful this year in distributing to all teachers in their several counties the Broadcast Guide for the School of the Air. This is a handbook, distributed twice each year to all teachers. It lists in detail each of the programs to be heard during the semester. It includes study guides, for more effective utilization of the program, and a radio booklist of suggested reference reading materials.

Most popular among the several series, according to a survey conducted at the close of 1943-44 were the "Lady Make-Believe" stories. Second in popularity was the public school music program, "Let's Sing, America," presented for the one-room schools by Maud Garnett, head, Department of Public School Music, University of Oregon, assisted by a group of her students. Marie Rogndahl, recent winner of the General Electric contest as "the undiscovered voice of America" appeared regularly with this group last year.

Two features of the series have the added distinction of being rebroadcast to the Portland public schools through KBPS: "The News Watch," and "The Modern Mariner," the new geography and social studies series.

Many of the programs and the handbook suggestions for utilization stress the use of the broadcasts to motivate the pupils to further activity. "Lady Make-Believe" stories are not used merely as broadcasts of favorite fairy stories, but rather as motivation for the art classes and as a basis for written work in English. "The News Watch" imparts not only the news but carries over into classroom round-table discussions of the importance of the news, map work, and the like. Correlation of other classwork is stressed repeatedly. For this reason it is the constant aim to provide programs which fit into the approved course of study in the schools in Oregon.—JAMES M. MORRIS, director, KOAC School of the Air.

Broadcasts for Schools

Oregon Begins 12th Year

KOAC, the state-owned station, Corvallis, Oregon, opened its 12th year of programs designed especially for in-school listening, October 2, when it welcomed the boys and girls of Oregon public schools to the KOAC School of the Air. These school broadcasts are now under the direction of the writer, who has just returned to KOAC after a leave of absence to teach in the ASTP. Prior to his leave, the new director had been associated with KOAC for 12 years in the program department.

Two features are presented on the School of the Air each weekday, Monday through Friday between 11 and 11:20 a.m. These include "Lady Make-Believe," stories dramatized for the primary grades; "The News Watch," highlights of the week's news presented in terms understandable to the elementary child; "Let's Sing, America," a music program designed for pupil participation as well as listening; "Stories That Live," dramatized short stories from the literature of all nations; "The Modern Mariner," a social studies series reflecting the influence of the coming air-age; "The Spirit of America," inspirational selections from the life and culture of this nation; and "History in the Making," a daily 5-minute feature which presents brief reviews of the headline news story of the day and short biographies of the people who are making the news.

The series also includes two supplemental programs, "The New China," provided by the Chinese News Service,



JAMES M. MORRIS

and "The Radio Shorthand Contest," a series of broadcasts directed to high school students and professional people by the Department of Secretarial Science, Oregon State College.

KOAC feels especially grateful this year to the many public school administrators and agencies supporting the in-school listening program. Rex Putnam, state superintendent of public instruction, and his staff have offered valuable support and encouragement, as has the staff of the Oregon State

WNYE Expands School Service

WNYE, New York City's public school FM station, opened a new phase of its career on October 15 as a combined broadcasting and direct-teaching center. Offering the first high school courses in radio given under the joint sponsorship of a major network and a municipal school system, WNYE has set up, with the advice of NBC, six courses: Radio Writing, Radio Speech, Radio Production, Fundamentals of Radio Engineering, Broadcasting Station Operation, Principles and Practices of Sound Recording.

Classes meet in the studio, control room, recording room, and classrooms of the station, located in the Brooklyn technical high school. Instructors, assigned by the Board of Education, also serve on the station production and engineering staffs. Students study the theory of broadcasting on an intensified pre-professional level, with the aid of guest-teachers from NBC. Also, they take an active part in the production of educational programs, transmitted both to the schools and the adult listening audience through WNYE's FM transmitter and the AM frequency of WNYC, New York's municipal station.

The augmented staff has made possible more than triple the number of broadcasts offered last term. Ten original school-day broadcasts, developed by the WNYE staff, are offered in the morning and afternoon. In addition, three public relations programs are heard on Monday and Thursday evenings and on Sunday afternoon through WNYC. These include "Post-War Planning," a forum on school construction and alteration, in terms of both plant and curriculum; "All the Children," a series of dramatized case histories from the files of the Bureau of Child Welfare, highlighting the work of that department, and "Pledge for Tomorrow," a dramatic series of intercultural and human relations scripts designed to combat racial, religious, and national group distrust or dislike.

Programs sent to classroom listeners through both AM and FM include three newscasts, specially prepared for pupils on the elementary, junior high, and senior high school levels. Foreign language broadcasts include "Spanish Without Tears," prepared with the cooperation of two college professors,

and "Salute to France," a series stressing the cultural background of France. Local-interest programs feature a dramatized history of Old New York. "Story of New Amsterdam," and "Know Your City," a quiz on little-known facts of city history and geography. The radio workshops of New York's fifty-four academic high schools are encouraged by a contest held each term. Entries are broadcast in a series called "Drama Time," with prizes offered by teachers' associations for the best script and best production. A musical program with dramatic interludes, "Journey Into Fantasy," is written, acted, and produced by "alumni" members of the All-City Radio Workshop, the organization whose production of Arch Oboler's "Johnny Quinn, USN," won the national award for the best high school dramatic production of 1943 at the 1944 Institute for Education by Radio at Columbus. In addition, all programs are transcribed and repeated on FM, with professional transcriptions obtained from network sources to be added as the term progresses.

The total comes to thirty-seven 15-minute periods of broadcasting a week, with students in the NBC-Board of Education courses working alongside their teachers in all branches of production and engineering. In addition, the station provides an advisory service for the other schools of the city, helping them set up radio courses and workshops, providing courses of study

and teaching materials, offering advice on equipment and construction for post-war acquisition, and giving inservice courses for teachers who wish training in educational radio writing, production, or utilization. Bulletins of both courses and broadcasts are sent to the schools.

Planning and organization of broadcasts are under the supervision of James M. Macandrew, radio coordinator, Board of Education, assisted by Van Rensselaer Brokhahne, production manager. Supervision of the transmitting and recording of programs is the assignment of William Pabst, technical director.

News-of-Radio Program

"The Best In Radio This Week", a news-of-radio program planned to supplement the weekly program bulletin of the Radio Council, Chicago public schools, was heard for the first time on FM station WBEZ, 1:15 p.m., Oct. 19.

The material used in the new program is picked up from the press releases of the networks and major stations and mentions both evening and daytime programs. The main purpose of the 15-minute weekly program is to acquaint teachers and students with good listening during out-of-school hours, although WBEZ programs are also highlighted.

Ever since the Radio Council was organized it has published a weekly program bulletin listing outstanding broadcasts in the Chicago area.

NEW YORK UNIVERSITY

DIVISION OF GENERAL EDUCATION

NEW YORK 3, NEW YORK

announces the

1945 SUMMER RADIO WORKSHOP

JULY 2 to AUGUST 10

Write for Bulletin R, available in February, giving full details

Time Spots Aren't Everything

THE FUTURE RELATIONS between organized education and the broadcasting industry will depend somewhat upon the effort that educators are willing to make to understand the problems peculiar to the industry. Such efforts on the part of educators could prevent declarations contrary to fact and demands that cannot possibly be met. The assumption is often made that it is the recalcitrance and commercial preoccupation of the commercial broadcaster that make him reluctant to undertake some of the experiments which educators suggest and there is often, no doubt, a degree of truth in that assumption. In one matter, in which there is a persistent misunderstanding that causes recrimination and ill-feeling on both sides, a scrutiny of the facts will help.

If educators wish to take a scientific attitude toward commercial radio in their criticism of its operation they ought to avoid with great care such statements as that made recently by a critic in a popular liberal weekly who said that a well-known radio forum would get "thousands of times as many listeners" if it could only be put at a good evening hour.

The commercial broadcaster is more frightened than flattered by the idea that he can determine what people will listen to simply by putting it on the air and that he can control the size of audiences for different types of programs by juggling his time schedules. Critics tell him to get larger audiences for discussions of books and ideas and public affairs, for serious speakers and for public service, by moving them into the popular spots now held by entertainment. It isn't so simple. The critic judges by his preferences; the broadcaster has to go by facts, and broadcasters probably know more about their consuming public than is known by the management of any other modern medium of mass communication. All the methods and devices of modern field psychology are used for all they are worth.

The argument of the critics is plausible. Put a discussion of public affairs in an evening spot and it will get "thousands of times as many listeners." This is not what this critic meant, of course; there are not as many peo-

ple in the world as would make even one thousand times the present audiences of such programs. But he believes a great many more people listen in the evening than in the Sunday or afternoon or early morning hours of the sustaining programs. Judging by estimated "sets-in-use," if you moved "Invitation to Learning," for example, from Sunday morning to a weekday evening, the size of the audience to which it could appeal would be not thousands of times as large but about two and a half times.

This, of course, is not a certain audience but the possible audience. We have experimented, in working out the policies of the Columbia Broadcasting System, with serious sustaining programs at all kinds of times and some of that experience is illuminating. The "People's Platform" was, for a year, on the Columbia network at 7 p.m. Sunday. This is first-rate commercial time. If you are on the air on first-rate commercial time you are competing with first-rate entertainment. When the "People's Platform" was moved to 7 p.m. Saturday, a much less popular spot, the audience increased in the first month by approximately a million listeners. A million listeners, a jump in rating of 1.5 points, is not much as radio audiences go but it would be, in any other medium, something colossal. The important point is that this serious program had a notably larger audience on commercially less desirable time. It means that a million listeners were willing to listen to a serious discussion provided no bright entertainment was available. Many other comparisons could be given to show that a serious program can draw only a small number of people away from entertainment in those evening hours.

If this were not true in radio, it would not be true also in all other media of mass communication. If it were not true, all Columbia University would need to do, to draw millions out of the theatres on Saturday night and into its lecture halls, would be to move its lecture halls down to Forty-second Street and Broadway. I am sure the publishers of an enlightening weekly like the *New Republic* wish with all their hearts that the critics could be

right, that making accessible something valuable and serious in competition with entertainment would draw millions. If that were true the *New Republic*, piled side by side on the newsstands with a popular weekly, would sell as many copies.

The trouble taken by the radio industry to use all known modern devices to find out what the consumer wants is not wasted. The facts discovered are thoughtfully considered. Questions are constantly being put to people by the Stanton-Lazarsfeld program analyzer. We investigate listening habits by Crossley and Hooper ratings and by the new Nielsen device which gives a mechanically precise record of the use of receiving sets.

It is an entirely false assumption that commercial broadcasters are interested only in the largest possible audiences and believe that current popular taste is the only criterion of broadcast worth. If this were true, "Invitation to Learning" [which is doing very well, as a matter of fact], would not be maintained on its uncompromising intellectual level. If this were true the major networks would not put on the air the speakers, the special events, and the public service series that never get large audiences, no matter where they are placed on the day's schedule, but which do help those who are interested to know what is going on in the world and to know what causes deserve their support. In drama and music, it is the policy of the better broadcasters to try to stretch people's taste constantly upward. The point of this brief practical note to educators interested in radio is that broadcasters cannot improve popular taste simply by setting aside a good evening spot. It would be very much easier to achieve the best in radio if nothing else were required.—LYMAN BRYSON, director of education, Columbia Broadcasting System.

New CBS Pamphlet

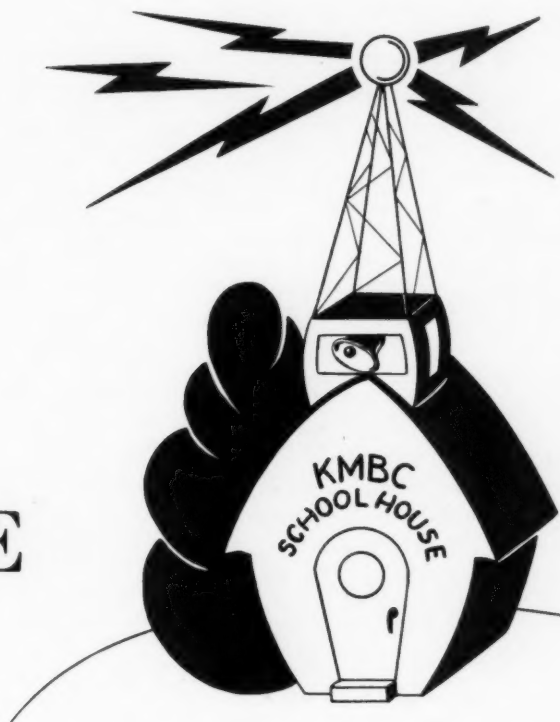
Student Groups at the Microphone, has just been issued in revised form by the Division of Education, CBS. It is intended for use as a guide for those in charge of student discussion groups for the CBS series, "This Living World."

LOOKING TO RADIO'S EVER BROADENING SERVICE TO EDUCATION

K M B C

OF KANSAS CITY

inaugurates its new
classroom series —
programs from the
**KMBC
SCHOOLHOUSE**



MONDAYS - "INSIDE THE NEWS"

—Erle Smith, KMBC News Editor, reviews events of the week from the newsroom of the KMBC Schoolhouse. Program is designed for upper elementary grades and high school and features also a 3-minute summary of school news by the "student newscaster of the week."

TUESDAYS - "FUN WITH FACTS"

—Edwin Browne, KMBC Educational Director, acts as "radio schoolmaster" to a different class each week, quizzing them on a topic which they have studied in regional history or science.

WEDNESDAYS - "THE MAGIC BOOK"

—Caroline Ellis, "Keeper of the Magic Book" tells stories for primary grades, in which the characters live again. Euterpe, the muse of music, also comes to life from the "magic pages" to sing songs which correlate with the story.

IN ITS 15th SEASON ON KMBC — COLUMBIA'S SCHOOL OF THE AIR

FREC Listing Suspended

Plans to publish the monthly FREC Program Listing Service in printed form this fall, have not yet been completed because of failure to obtain funds to underwrite the additional expense. Issued for the first time a year ago, in mimeographed form, the service was hailed by all who had an opportunity to use it as the answer to a long-felt need on the part of teachers, for advance information about programs that merited their attention. Distribution of copies was limited to State Departments of Education, where it was hoped the list might be duplicated for circulation to every classroom teacher using radio. It developed, however, that few State Departments were equipped to duplicate and mail the list each month. With increased teacher demand for copies, the FREC was urged to print the list in sufficient quantities if possible to make it directly available to every interested teacher. Tentative arrangements were made to print the list but last minute budgetary restrictions have intervened. Rather than abandon the service completely, it may be reinstated in mimeographed form within a month or two.

The list included only network programs but users were urged to supplement it with local and regional programs selected on the basis of their own criteria. While each of the radio networks issues promotional material about their own programs, the information given is seldom sufficient to give a teacher adequate information as to the program content or how it might be fitted into the curriculum. Sponsored as well as sustaining programs were included in the FREC list and grade levels of listening were recommended by the four radio-education specialists responsible for the selection of the programs.

Detailed criteria for program selection were set up for guidance of the committee. Briefly, judgments were made upon the following three major considerations; [1] educational significance [what the program said] [2] radio program quality [the way in which it was said], [3] its instructional adaptability.

Before the service was suspended at

the close of the school year last June, demands for copies were increasing not only from individual teachers but from commanding officers of soldiers' hospitals. In 24 different states, surgeon generals' offices were using the list in their reconditioning programs by broadcasting the daily selections to bed patients over the inter-hospital communications system.—GERTRUDE G. BRODERICK, Federal Radio Education Committee.

Scripts for School Use

Under the sponsorship of The National Conference of Christians and Jews, Gretta Baker is writing a series of radio plays entitled, "Let's Play Fair."

These plays, intended for use by schools, clubs, churches, and other organizations interested in radio dramatics, may be broadcast over local stations or presented from an auditorium stage without payment of royalty. Unlike most radio programs, this series is written especially for teen-age actors with very few adult roles included and each 15-minute script is a complete story in itself.

The first script, "Foreigners Settled America," is built on the theme of "Americans All—Immigrants All." It tells the story of two high school students—Joan Adams and Tony Manelli—whose friendship for each other is marred by the fact that Mary's parents refuse to let her associate with a boy whose "parents are foreigners."

The script is simple and easy to produce. It has an appeal for high school students in that it brings the question of racial intolerance down to their own life situations. If the propaganda were handled more subtly the script would have an even greater appeal.

However, teachers who are interested in producing radio programs either on the air or as simulated broadcasts will welcome scripts written on such timely subjects.

Scripts are being produced at the rate of one a month, October through May, and are available without charge. Write to Department R, National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, N.Y.



The University of Utah has made inquiry relative to the establishment of a chapter of Alpha Epsilon Rho.

The Constitution and Initiation Ritual, as revised at the annual meeting in Columbus, Ohio, in May, are now published.

Alpha Chapter, Stephens College. New officers: Judy Haigler, president; Barbara Bolan, vice president; Lee Page, secretary-treasurer. The Chapter sponsored recently an "Open House Coffee," for the purpose of showing visitors our campus station, KTX, which has been remodeled and greatly enlarged. We now have two studios, a music library, a new recording room, new general offices, and a combined newsroom and workroom. The newsroom has a newly installed 24-hour-a-day teletype news service.

Beta Chapter, Syracuse University. New officers: Kitty Chal, president; Alice McGratten, vice president; Cynthia Barnett, secretary; James Fardy, treasurer; Charlotte Hall, corresponding secretary. New members: Cynthia Barnett, Rosemary Fairbanks, Gloria Newton, Bob Pierce, Betsy White, Lyle Conway, Sid Anderson, Henry Brown, Larry White, James Fardy, Harriet Dunbar, Charlotte Hall. The Chapter is again sponsoring an announcer's group called "Seque," in which the boys and girls simulate actual broadcasting conditions. For two hours our radio workshop becomes Station WSYU, a make-believe, professional station, in which programs are given and station breaks are made as if it was actually on the air. The purpose is to train beginners in the fundamentals of radio broadcasting. Auditions were held at the beginning of the semester. The more talented students were chosen from these auditions to participate in "Seque" activities. It is from this group that Alpha Epsilon Rho members come.

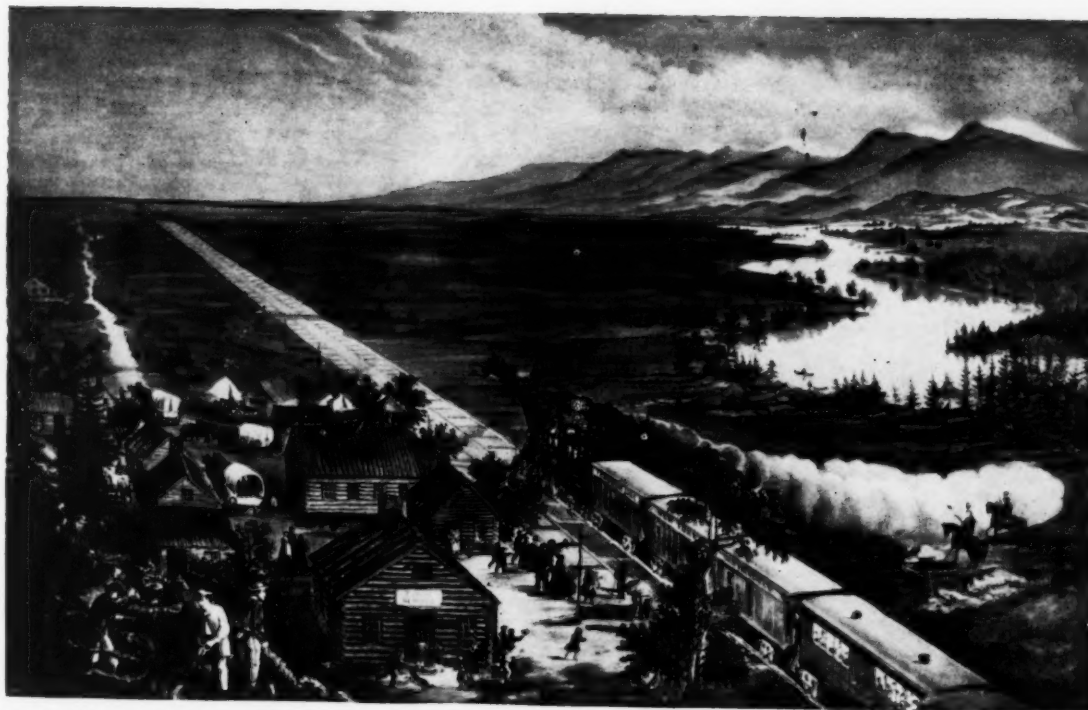
Gamma Chapter, University of Minnesota. New officers: Kay Dale, president; Corinne Holt, vice president; Lori Flesher, secretary; Irene Goustin, treasurer. New members: Kay Dale, Lori Flesher, Roswell Otto, E. W. Ziebarth, Ken Berry, Irene Goustin.

Delta Chapter, Michigan State College. New officers: Robert Kamins, president; Nancy Blue, vice president; Joan Carter, secretary; Margaret Bradbury, treasurer.

Epsilon Chapter, Ohio State University. New officers: Edgar G. Will, Jr., president; Jay E. Wagner, vice president; Mrs. Jeanne Young Orr, secretary; David S. Hunt, treasurer; Roberta Eikenlaub, historian. The Chapter continued its regular weekly dramatic broadcasts during the summer. The broadcasts were well received and they also rated high with the station. School was not in session during September, but we continued our programs by repeating, via transcription, several of the better programs.

Questions concerning Alpha Epsilon Rho should be addressed to Sherman P. Lawton, executive secretary, Stephens College.

WESTWARD HO!



(Courtesy Chicago Historical Society)

A PROGRAM FOR UPPER ELEMENTARY GRADES

Mondays—1:30 p.m.

Written and produced by the Radio Council

Chicago Public Schools

W-I-N-D

5000 watts

STUDIOS: CHICAGO — GARY

560 kilocycles

230 N. Michigan Avenue

Chicago 1, Illinois

The only Chicago station on the air - 24 hours a day!

We Accept Our Responsibility

We believe that every Bookshop for Children is an educational institution. As such, we believe it is our job to promote the reading of good books.

Through book awards to the Branch Libraries and to the libraries of the public schools, through our Foundation Library for Boys and Girls, through talks and exhibits in clubs and schools and through the aid of an intelligent staff in the Book Shop, we are discharging our responsibility.

THE HOBBY HORSE BOOK SHOP

CARSON PIRIE SCOTT & Co

First floor, wabash



Make Youth Discussion Conscious

EVERY WEEK JUNIOR TOWN MEETING LEAGUE topics for discussion are previewed in OUR TIMES, the national senior high school weekly newspaper. From these previews, already overloaded teachers of history, the social studies, English and speech—and radio directors of education—may put in their students' hands a "topic of the week," new every week, in preliminary discussion form.*

DISCUSSION QUESTIONS previewed in OUR TIMES are selected by a committee of educators headed by Dr. W. Linwood Chase, Professor of Education, Boston University. Members of his committee include William D. Boutwell, managing editor, American Vocational Association, Miss Dorothy Blackwell, department of audio-visual education, St. Louis public schools, and Gordon Hawkins, program supervisor for Westinghouse radio stations.

THIS WEEKLY SERVICE TO DISCUSSION IN OUR HIGH SCHOOLS is maintained by the JUNIOR TOWN MEETING LEAGUE in cooperation with OUR TIMES. As an additional aid, the LEAGUE prepares discussion outlines for teachers in CIVIC TRAINING, each based upon the LEAGUE topic in OUR TIMES. Every week CIVIC TRAINING is sent by the LEAGUE to its members.

THERE ARE NO MEMBERSHIP FEES CHARGED BY THE LEAGUE. You should become a member of the JUNIOR TOWN MEETING LEAGUE and receive the services which are available to members:

1. **A Bulletin.** CIVIC TRAINING is sent weekly to LEAGUE members.
2. **Demonstrations.** The LEAGUE offers high schools the services of an experienced moderator and discussion leader to conduct demonstration discussions in high school assemblies.
3. **Advisory Service.** The LEAGUE maintains an advisory service—by mail and by personal visit—to schools, school systems, youth groups, or radio stations which wish to set up forum discussions.
4. **National Conference.** The LEAGUE conducts, annually in May, a national conference on youth discussion techniques in cooperation with the Institute for Education by Radio, held under the auspices of The Ohio State University.

WHO MAY AFFILIATE WITH THE JUNIOR TOWN MEETING LEAGUE? Specifically, the following are invited to membership: superintendents of schools; school principals; directors of education; teachers of history, civics, social studies, speech; faculty advisors of all societies, associations, or organizations interested in better citizenship; education directors of radio stations; directors of radio education; faculty chairmen or officers of social studies clubs, current events clubs, debating societies, and all extra-curricular organizations interested in discussion.

Address all correspondence to

THE JUNIOR TOWN MEETING LEAGUE

400 SOUTH FRONT STREET

COLUMBUS 15, OHIO

*Order OUR TIMES from the publisher, American Education Press, Inc., Columbus 15, Ohio—twenty cents per semester in lots of 30 or more copies.

WHY PORTLAND, OREGON PEOPLE PREFER KGW



MARY ELIZABETH GILMORE PRESIDENT OF THE OREGON CHAPTER, ASSOCIATION FOR EDUCATION BY RADIO SAYS...

"More than two hundred enthusiastic educators and radio people attended this fall's first meeting of the Oregon chapter of Association for Education by Radio. Station KGW was host at dinner in honor of Miss Judith Waller, director of public service for the National Broadcasting Company, who had come to speak to us under KGW's sponsorship. She gave us a graphic description of the radio institutes held last summer at Northwestern and Stanford Universities, and at U.C.L.A. Many of the listeners indicated a desire to attend one of the institutes next year. The whole affair was indicative of the fine relationship that exists between the educators and the commercial radio stations. We are very grateful to KGW for bringing Miss Waller to Portland."



Judith Waller, NBC public service director, receives the Knight of the Rose from City Commissioner Dorothy McCullough Lee at the dinner in Miss Waller's honor.

Arden X. Pangborn, KGW's Managing Director, seems to amuse Miss Waller and Mrs. Gilmore.



THE STATION WITH EAR APPEAL
KGW
PORTLAND, OREGON



REPRESENTED NATIONALLY
BY EDWARD PETRY & CO. INC.